



Correlation to the
Florida Course Description for
M/J Comprehensive Science 2
Course Code 2002070

HMH Florida Science Grade 7
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STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

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HMH Florida Science Grade 7 ©2019

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6–8

COURSE TITLE:

M/J Comprehensive Science 2

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.7.E.6.1	Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.	SE: Unit 2, Lesson 3, pp. 122–129; Unit 2, Lesson 4, pp. 130–143 TE: Unit 2, Lesson 3, pp. 164–176; Unit 2, Lesson 4, pp. 177–190 Student Interactive Digital Curriculum: Unit 2, Lesson 3, Earth's Layers; Unit 2, Lesson 4, Plate Tectonics Teacher Digital Management Center: Unit 2, Lesson 3, Earth's Layers; Unit 2, Lesson 4, Plate Tectonics Lab(s): Unit 2, Lesson 3, Quick Lab: Layers of Earth; Unit 2, Lesson 3, Quick Lab: Tectonic Ice Cubes; Unit 2, Lesson 4, Quick Lab: Mantle Convection; Unit 2, Lesson 3, STEM Lab: Models of Earth Virtual Lab(s): Unit 2, Lesson 4, Virtual Lab: Plate Boundaries

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SC.7.E.6.2	Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).	SE: Unit 2, Lesson 1, pp. 90–103; Unit 2, Focus on Florida, pp. 104–105; Unit 2, Lesson 2, 106–117; Unit 2, Lesson 4, pp. 130–143 TE: Unit 2, Lesson 1, pp. 128–142; Unit 2, Focus on Florida, pp. 144–145; Unit 2, Lesson 2, pp. 146–159; Unit 2, Lesson 4, pp. 176–190 Student Interactive Digital Curriculum: Unit 2, Lesson 1, Earth's Structures; Unit 2, Focus on Florida: Florida Minerals; Unit 2, Lesson 2, The Rock Cycle; Unit 2, Lesson 4, Plate Tectonics Teacher Digital Management Center: Unit 2, Lesson 1, Earth's Structures; Unit 2, Focus on Florida: Florida Minerals; Unit 2, Lesson 2, The Rock Cycle; Unit 2, Lesson 4, Plate Tectonics Lab(s): Unit 2, Lesson 2, Quick Lab: Crayon Rock Cycle; Unit 2, Lesson 2, Quick Lab: Compression; Unit 2, Lesson 4, Quick Lab: Reconstructing Land Masses; Unit 2, Exploration Lab: Seafloor Spreading Virtual Lab(s): Unit 2, Lesson 2, Virtual Lab: Rock Test Kitchen; Unit 2, Lesson 4, Virtual Lab: Plate Boundaries
SC.7.E.6.3	Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.	SE: Unit 3, Lesson 2, pp. 206–217; Unit 3, Lesson 3, pp. 220–231 TE: Unit 3, Lesson 2, pp. 272–285; Unit 3, Lesson 3, pp. 288–301 Student Interactive Digital Curriculum: Unit 3, Lesson 2, Relative Dating; Unit 3, Lesson 3, Absolute Dating Teacher Digital Management Center: Unit 3, Lesson 2, Relative Dating; Unit 3, Lesson 3, Absolute Dating Lab(s): Unit 3, Lesson 1, Quick Lab: Connecting Fossils to Climates; Unit 3, Lesson 2, Quick Lab: Layers of Sedimentary Rock; Unit 3, Lesson 2, Quick Lab: Ordering Rock Layers; Unit 3, Lesson 3, Quick Lab: Radioactive Decay; Unit 3, Lesson 3, Quick Lab: Index Fossils Virtual Lab(s): Unit 2, Lesson 2, Virtual Lab: Ordering Rock Layers
SC.7.E.6.4	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.	SE: Unit 3, Lesson 1, pp. 192–205 TE: Unit 3, Lesson 1, pp. 256–270 Student Interactive Digital Curriculum: Unit 3, Lesson 1, Geologic Change over Time Teacher Digital Management Center: Unit 3, Lesson 1, Geologic Change over Time Lab(s): Unit 3, Lesson 1, Quick Lab: Timeline of Earth’s History; Unit 3, Lesson 1, Quick Lab: Fossil Flipbook Virtual Lab(s): Unit 3, Lesson 1, Virtual Lab: Earth’s History

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SC.7.E.6.5	Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.	SE: Unit 2, Lesson 4, pp. 130–143; Unit 2, Lesson 5, pp. 146–155; Unit 2, Lesson 6, pp. 156–165; Unit 2, Lesson 7, pp. 170–181 TE: Unit 2, Lesson 4, pp. 176–190; Unit 2, Lesson 5, pp. 194–206; Unit 3, Lesson 6, pp. 208–220; Unit 2, Lesson 7, pp. 226–239 Student Interactive Digital Curriculum: Unit 2, Lesson 4, Plate Tectonics; Unit 2, Lesson 5, Mountain Building; Unit 2, Lesson 6, Earthquakes; Unit 6, Lesson 7, Volcanoes Teacher Digital Management Center: Unit 2, Lesson 4, Plate Tectonics; Unit 2, Lesson 5, Mountain Building; Unit 2, Lesson 6, Earthquakes; Unit 6, Lesson 7, Volcanoes Lab(s): Unit 2, Lesson 4, Quick Lab: Reconstructing Land Masses; Unit 2, Lesson 4, Quick Lab: What Happens When Objects Collide?; Unit 2, Lesson 5, Quick Lab: Modeling Geologic Processes; Unit 2, Lesson 6, Quick Lab: Elastic Rebound Virtual Lab(s): Unit 2, Lesson 4, Virtual Lab: Plate Boundaries
SC.7.E.6.6	Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	SE: Unit 4, Lesson 1, pp. 240–247; Unit 2, Lesson 2, pp. 248–257; Unit 2, People in Science, pp. 258–259; Unit 2, Lesson 3, pp. 260–273; Unit 4, Lesson 4, pp. 278–289; Unit 4, Lesson 5, pp. 290–303 TE: Unit 4, Lesson 1, pp. 318–329; Unit 2, Lesson 2, pp. 330–342; Unit 2, People in Science, pp. 343–345; Unit 2, Lesson 3, pp. 346–360; Unit 4, Lesson 4, pp. 366–379; Unit 4, Lesson 5, pp. 380–394 Student Interactive Digital Curriculum: Unit 4, Lesson 1, Natural Resources; Unit 4, Lesson 2, Human Impact on Land; Unit 2, People in Science: Angel Montoya; Unit 4, Lesson 3, Human Impact on Water; Unit 4, Lesson 4, Human Impact on the Atmosphere; Unit 4, Lesson 5, Protecting Earth's Water, Land, and Air Teacher Digital Management Center: Unit 4, Lesson 1, Natural Resources; Unit 4, Lesson 2, Human Impact on Land; Unit 2, People in Science: Angel Montoya; Unit 4, Lesson 3, Human Impact on Water; Unit 4, Lesson 4, Human Impact on the Atmosphere; Unit 4, Lesson 5, Protecting Earth's Water, Land, and Air Lab(s): Unit 4, Lesson 1, Quick Lab: Renewable or Not?; Unit 4, Lesson 1, Quick Lab: Production Impacts; Unit 4, Lesson 1, Quick Lab: How Is That Made?; Unit 4, Exploration Lab: Natural Resources Used at Lunch; Unit 4, Lesson 2, Quick Lab: Debating Human Impact; Unit 4, Lesson 2, Quick Lab: Roots and Erosion; Unit 4, Lesson 3, Quick Lab: Ocean Pollution from Land; Unit 4, Exploration Lab: Filtering Water Virtual Lab(s): Unit 4, Lesson 4, Virtual Lab: Air Pollution; Unit 4, Lesson 5, Virtual Lab: Human Impact

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SC.7.E.6.7	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.	SE: Unit 2, Lesson 3, pp. 122–129; Unit 2, Lesson 4, pp. 130–143; Unit 2, Lesson 5, pp. 146–155; Unit 2, Lesson 6, pp. 156–165; Unit 2, Lesson 7, pp 170–181 TE: Unit 2, Lesson 3, pp. 164–175; Unit 2, Lesson 4, pp. 176–190; Unit 2, Lesson 5, pp. 194–206; Unit 2, Lesson 6, pp. 208–220; Unit 2, Lesson 7, pp 226–239 Student Interactive Digital Curriculum: Unit 2; Lesson 3, Earth's Layers; Unit 2, Lesson 4, Plate Tectonics; Unit 2, Lesson 5, Mountain Building; Unit 2, Lesson 6, Earthquakes; Unit 2, Lesson 7, Volcanoes Teacher Digital Management Center: Unit 2; Lesson 3, Earth's Layers; Unit 2, Lesson 4, Plate Tectonics; Unit 2, Lesson 5, Mountain Building; Unit 2, Lesson 6, Earthquakes; Unit 2, Lesson 7, Volcanoes Lab(s): Unit 2, Lesson 4, Quick Lab: Mantle Convection; Unit 2, Lesson 5, Quick Lab: Modeling Strike-Slip Faults; Unit 2, Lesson 6, Quick Lab: Earthquakes and Buildings; Unit 2, Lesson 6, Quick Lab: Earthquake Vibrations; Unit 2, Lesson 7, Quick Lab: Modeling an Explosive Eruption; Unit 2, Lesson 7, Quick Lab: Volcano Mapping Virtual Lab(s): Unit 2, Lesson 4, Virtual Lab: Plate Boundaries
SC.7.L.15.1	Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.	SE: Unit 7, Lesson 1, pp. 414–425; Unit 7 Lesson 2, pp. 428–437 TE: Unit 7, Lesson 1, pp. 546–559; Unit 7, Lesson 2, pp. 562–574 Student Interactive Digital Curriculum: Unit 7, Lesson 1, The Theory of Evolution by Natural Selection; Unit 7, Lesson 2, Evidence of Evolution Teacher Digital Management Center: Unit 7, Lesson 1, The Theory of Evolution by Natural Selection; Unit 7, Lesson 2, Evidence of Evolution Lab(s): Unit 7, Lesson 1, Quick Lab: Modeling Natural Selection; Unit 7, Lesson 2, Quick Lab: How Do We Know What Happened When?; Unit 7, Lesson 2, Quick Lab: Comparing Anatomy
SC.7.L.15.2	Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.	SE: Unit 7, Lesson 1, pp. 414–425 TE: Unit 7, Lesson 1, pp. 546–559 Student Interactive Digital Curriculum: Unit 7, Lesson 1, The Theory of Evolution by Natural Selection Teacher Digital Management Center: Unit 7, Lesson 1, The Theory of Evolution by Natural Selection Lab(s): Unit 7, Lesson 1, Quick Lab: Analyzing Survival Adaptations; Unit 7, Exploration Lab: Environmental Change and Evolution Virtual Lab(s): Unit 7, Lesson 1, Virtual Lab: Natural Selection

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SC.7.L.15.3	Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.	SE: Unit 7, Lesson 1, pp. 414–425 TE: Unit 7, Lesson 1, pp. 546–559 Student Interactive Digital Curriculum: Unit 7, Lesson 1, The Theory of Evolution by Natural Selection Teacher Digital Management Center: Unit 7, Lesson 1, The Theory of Evolution by Natural Selection Lab(s): Unit 7, Lesson 1, Quick Lab: Survive or Go Extinct; Unit 7, Exploration Lab: Environmental Change and Evolution
SC.7.L.16.1	Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.	SE: Unit 8, Lesson 4, pp. 476–487; Unit 9, Lesson 1, pp. 508–519 TE: Unit 8, Lesson 4, pp. 634–647; Unit 9, Lesson 1, pp. 676–689 Student Interactive Digital Curriculum: Unit 8 Lesson 4, Heredity; Unit 9, Lesson 1, DNA Structure and Function Teacher Digital Management Center: Unit 8 Lesson 4, Heredity; Unit 9, Lesson 1, DNA Structure and Function Lab(s): Unit 8, Lesson 4, Quick Lab: Gender Determination; Unit 8, Lesson 4, Quick Lab: Dominant Alleles; Unit 8, Exploration Lab: Offspring Models
SC.7.L.16.2	Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.	SE: Unit 8, Lesson 5, pp. 490–499 TE: Unit 8, Lesson 5, pp. 650–662 Student Interactive Digital Curriculum: Unit 8, Lesson 5, Punnett Squares and Pedigrees Teacher Digital Management Center: Unit 8, Lesson 5, Punnett Squares and Pedigrees Lab(s): Unit 8, Lesson 5, Exploration/S.T.E.M. Lab: Accuracy of Punnett Square Predictions

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SC.7.L.16.3	Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.	SE: Unit 8, Lesson 1, pp. 446–455; Unit 8, Lesson 2, pp. 456–465; Unit 8, Lesson 3, pp. 466–475 TE: Unit 8, Lesson 1, pp. 592–604; Unit 8, Lesson 2, pp. 606–618; Unit 8, Lesson 3, pp. 620–632 Student Interactive Digital Curriculum: Unit 8, Lesson 1, Mitosis; Unit 8, Lesson 2, Meiosis; Unit 8, Lesson 3, Sexual and Asexual Reproduction Teacher Digital Management Center: Unit 8, Lesson 1, Mitosis; Unit 8, Lesson 2, Meiosis; Unit 8, Lesson 3, Sexual and Asexual Reproduction Lab(s): Unit 8, Lesson 1, Quick Lab: Modeling Mitosis; Unit 8, Lesson 1, Quick Lab: Mitosis Flipbooks; Unit 8, Lesson 2, Quick Lab: Meiosis Flipbook; Unit 8, Lesson 2, Quick Lab: Crossover and Meiosis; Unit 8, Lesson 3, Quick Lab: Create a Classification System; Unit 8, Lesson 3, Quick Lab: Reproduction and Diversity Virtual Lab(s): Unit 8, Lesson 2, Virtual Lab: Comparing Cell Divisions
SC.7.L.16.4	Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.	SE: Unit 9, Lesson 2, pp. 522–531 TE: Unit 9, Lesson 2, pp. 692–704 Student Interactive Digital Curriculum: Unit 9, Lesson 2, pp. Biotechnology Teacher Digital Management Center: Unit 9, Lesson 2, pp. Biotechnology Virtual Lab(s): Unit 9, Lesson 2, Virtual Lab: Genetic Engineering
SC.7.L.17.1	Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	SE: Unit 10, Lesson 2, pp. 554–565 TE: Unit 10, Lesson 2, pp. 736–749 Student Interactive Digital Curriculum: Unit 10, Lesson 2, Roles in Energy Transfer Teacher Digital Management Center: Unit 10, Lesson 2, Roles in Energy Transfer Lab(s): Unit 10, Lesson 2, Quick Lab: Pyramid of Energy; Unit 10, Exploration Lab: Food Webs Virtual Lab(s): Unit 10, Lesson 2, Virtual Lab: Changes in Ecosystems

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SC.7.L.17.2	Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.	SE: Unit 10, Lesson 3, pp. 566–575 TE: Unit 10, Lesson 3, pp. 750–762 Student Interactive Digital Curriculum: Unit 10, Lesson 3, Interactions in Communities Teacher Digital Management Center: Unit 10, Lesson 3, Interactions in Communities Virtual Lab(s): Unit 10, Lesson 3, Virtual Lab: Competing for Resources
SC.7.L.17.3	Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.	SE: Unit 10, Lesson 4, pp. 578–589 TE: Unit 10, Lesson 4, pp. 766–779 Student Interactive Digital Curriculum: Unit 10, Lesson 4, Florida's Ecosystems Teacher Digital Management Center: Unit 10, Lesson 4, Florida's Ecosystems Lab(s): Unit 10, Lesson 3, Quick Lab: What Organisms Does an Environment Support?; Unit 10, Exploration Lab: How Do Populations Interact?

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SC.7.N.1.1	Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	SE: Unit 1, Lesson 4, pp. 42–53; Unit 1, Lesson 5, pp. 54–63; Unit 1, STEM, pp. 64–67; Unit 2, STEM, pp. 118–121; Unit 2, Lesson 5, pp. 146–155; Unit 2, Lesson 6, pp. 156–165; Unit 3, Lesson 1, pp. 192–205; Unit 5, Lesson 1, pp. 312–321; Unit 5, Think Science, pp. 346–347; Unit 5, Lesson 4, pp. 348–357; Unit 5, STEM, pp. 358–361; Unit 6, Think Science, pp. 388–389; Unit 6, Lesson 3, pp. 390–401; Unit 6, STEM, pp. 402–405; Unit 8, Think Science, pp. 488–489; Unit 9, Lesson 1, pp. 508–519; Unit 9, Think Science, pp. 520–521; Unit 10, Lesson 3, pp. 566–575; Unit 10, Lesson 4, pp. 578–589 TE: Unit 1, Lesson 4, pp. 60–73; Unit 1, Lesson 5, pp. 74–86; Unit 1, STEM, pp. 88–91; Unit 2, STEM, pp. 160–163; Unit 2, Lesson 5, pp. 194–206; Unit 2, Lesson 6, pp. 208–220; Unit 3, Lesson 1, pp.256–270; Unit 5, Lesson 1, pp. 410–422; Unit 5, Think Science, pp. 454–455; Unit 5, Lesson 4, pp. 456–468; Unit 5, STEM, pp. 470–473; Unit 6, Think Science, pp. 514–515; Unit 6, Lesson 3, pp. 516–529; Unit 6, STEM, pp. 530–533; Unit 8, Think Science, pp. 648–649; Unit 9, Lesson 1, pp. 676–689; Unit 9, Think Science, pp. 690–691; Unit 10, Lesson 3, pp. 750–762; Unit 10, Lesson 4, pp. 766–799 Student Interactive Digital Curriculum: Unit 1, Lesson 4, The Engineering Design Process; Unit 1, Lesson 5, Methods of Analysis; Unit 1, STEM: Analyzing Technology Riding Electric Scooters to School; Unit 2, STEM: Analyzing the Life Cycle of an Aluminum Can; Unit 2, Lesson 5, Mountain Building; Unit 2, Lesson 6, Earthquakes; Unit 3, Lesson 1, Geologic Change over Time; Unit 5, Lesson 1, Waves; Unit 5, Think Science: Moon, Median, Mode and Range; Unit 5, Lesson 4, Interactions of Light; Unit 5, STEM: Building a Periscope; Unit 6, Think Science: Planning an Investigation; Unit 6, Lesson 3, Thermal Energy and Heat; Unit 6, STEM: Analyzing a Greenhouse; Unit 8, Think Science, Interpreting Tables; Unit 9, Lesson 1, DNA Structure and Function; Unit 9, Think Science: Identifying Variables; Unit 10, Lesson 3, Interactions in Communities; Unit 10, Lesson 4, Florida's Ecosystems Teacher Digital Management Center: Unit 1, Lesson 4, The Engineering Design Process; Unit 1, Lesson 5, Methods of Analysis; Unit 1, STEM: Analyzing Technology Riding Electric Scooters to School; Unit 2, STEM: Analyzing the Life Cycle of an Aluminum Can; Unit 2, Lesson 5, Mountain Building; Unit 2, Lesson 6, Earthquakes; Unit 3, Lesson 1, Geologic Change over Time; Unit 5, Lesson 1, Waves; Unit 5, Think Science: Moon, Median, Mode and Range; Unit 5, Lesson 4, Interactions of Light; Unit 5, STEM: Building a Periscope; Unit 6, Think Science: Planning an Investigation; Unit 6, Lesson 3, Thermal Energy and Heat; Unit 6, STEM: Analyzing a Greenhouse; Unit 8, Think Science, Interpreting Tables; Unit 9, Lesson 1, DNA Structure and Function; Unit 9, Think Science: Identifying Variables; Unit 10, Lesson 3, Interactions in Communities; Unit 10, Lesson 4, Florida's Ecosystems Many labs address this benchmark, including the following: Lab(s): Unit 1, Lesson 1 Quick Lab: Technology in Science; Unit 1, Lesson 3 Quick Lab: Heart Rate and Exercise; Unit 1, Lesson 4 Quick Lab: Evaluate a Prototype; Unit 1, Lesson 5 Quick Lab: Investigate Mining; Unit 1 Exploration Lab: Exploring Convection; Unit 2, Lesson 6 Quick Lab: Earthquake Vibrations; Unit 4 Exploration Lab: Natural Resources Used at Lunch; Unit 5 Exploration Lab: Images from Convex Lenses; Unit 6, Lesson 2 Quick Lab: Temperature Change; Unit 10, Lesson 1 Quick Lab: Greenhouse Effect; Unit 10 Exploration Lab: Modeling Natural Selection
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SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials).	SE: Unit 1 Lesson 2, pp. 18–31 TE: Unit 1, Lesson 2, pp. 30–44 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations Lab(s): Unit 1, Lesson 2 Quick Lab: Identifying Minerals; Unit 2, Lesson 1 Quick Lab: Evaporation Rates
SC.7.N.1.3	Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.	SE: Unit 1, Lesson 2, pp. 18–31; Unit 2, STEM, pp. 166–169; Unit 7, Think Science, pp. 426–427 TE: Unit 1, Lesson 2, pp. 30–44; Unit 2, STEM, pp. 222–225; Unit 7, Think Science, pp. 560–561 Student Interactive Digital Curriculum: Unit 1, Lesson 2, Scientific Investigations; Unit 2, STEM: Building a Seismometer; Unit 7, Think Science: Scientific Debate Teacher Digital Management Center: Unit 1, Lesson 2, Scientific Investigations; Unit 2, STEM: Building a Seismometer; Unit 7, Think Science: Scientific Debate Lab(s): Unit 2, Lesson 1, Quick Lab: Cooling Rate and Crystal Size; Unit 5, Exploration Lab: Sound Idea
SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.	SE: Unit 1, Lesson 2, pp. 18–31; Unit 9, Think Science, pp. 520–521 TE: Unit 1, Lesson 2, pp. 30–44; Unit 9, Think Science, pp. 690–691 Student Interactive Digital Curriculum: Unit 1, Lesson Scientific Investigations; Unit 9, Think Science: Identifying Variables Teacher Digital Management Center: Unit 1, Lesson Scientific Investigations; Unit 9, Think Science: Identifying Variables Lab(s): Unit 1, Lesson 2 Quick Lab: Cooling Rate and Crystal Size; Unit 1, Exploration Lab: Exploring Convection; Unit 5, Exploration Lab: Sound Idea; Unit 5, Exploration Lab: Images from Convex Lenses

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SC.7.N.1.5	Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.	SE: Unit 1, Lesson 1, pp. 4–15; Unit 1, People in Science, pp. 16–17; Unit 1, Lesson 2, pp. 18–31; Unit 1, Lesson 3, pp. 32–41; Unit 1, Lesson 4, pp. 42–42; Unit 1, Lesson 5, pp. 54–63; Unit 1, People in Science, pp. 80–81; Unit 2, People in Science, pp. 144–145; Unit 3, Lesson 1, pp. 192–205; Unit 3, Lesson 2, pp. 206–217; Unit 3, Lesson 3, pp. 220–231; Unit 4, STEM, pp. 274–277; Unit 5, People in Science, pp. 332–333; Unit 7, Think Science, pp. 426–427; Unit 7, Lesson 2, pp. 428–437; Unit 9, Lesson 1, pp. 508–519; Unit 10, People in Science, pp. 552–553 TE: Unit 1, Lesson 1, pp. 14–27; Unit 1, People in Science, pp. 28–29; Unit 1, Lesson 2, pp. 30–44; Unit 1, Lesson 3, pp. 46–58; Unit 1, Lesson 4, pp. 60–73; Unit 1, Lesson 5, pp. 740–86; Unit 1, People in Science, pp. 106–107; Unit 2, People in Science, pp. 192–193; Unit 3, Lesson 1, pp. 256–270; Unit 3, Lesson 2, pp. 272–285; Unit 3, Lesson 3, pp. 288–301; Unit 4, STEM, pp. 362–365; Unit 5, People in Science, pp. 438–439; Unit 7, Lesson 2, pp. 562–574; Unit 9, Lesson 1, pp. 676–689; Unit 10, People in Science, pp. 734–735 Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge; Unit 1, People in Science: Dijanna Figueroa; Unit 1, Lesson 2, Scientific Investigations; Unit 1, Lesson 3, Representing Data; Unit 1, Lesson 4, The Engineering Design Process; Unit 1, Lesson 5, Methods of Analysis; Unit 1, People in Science: Mitchell W. Pryor; Unit 2, People in Science: Estella Atekwana; Unit 3, Lesson 1, Geologic Change Over Time; Unit 3, Lesson 2, Relative Dating; Unit 3, Lesson 3, Absolute Dating; Unit 4, STEM: Identifying Risk and Benefits of Desalination; Unit 7, Think Science: Scientific Debate; Unit 7, Lesson 2, Evidence of Evolution; Unit 9, Lesson 1, DNA Structure and Function; Unit 10, People in Science: Kenneth Krysko Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge; Unit 1, People in Science: Dijanna Figueroa; Unit 1, Lesson 2, Scientific Investigations; Unit 1, Lesson 3, Representing Data; Unit 1, Lesson 4, The Engineering Design Process; Unit 1, Lesson 5, Methods of Analysis; Unit 1, People in Science: Mitchell W. Pryor; Unit 2, People in Science: Estella Atekwana; Unit 3, Lesson 1, Geologic Change Over Time; Unit 3, Lesson 2, Relative Dating; Unit 3, Lesson 3, Absolute Dating; Unit 4, STEM: Identifying Risk and Benefits of Desalination; Unit 7, Lesson 2, Evidence of Evolution; Unit 9, Lesson 1, DNA Structure and Function; Unit 10, People in Science: Kenneth Krysko Lab(s): Unit 1, Lesson 1 Quick Lab: What's in the Box?; Unit 1, Lesson 2 Quick Lab: Identifying Minerals; Unit 1 Exploration Lab: Mapping the Ocean Floor; Unit 2, Lesson 1 Quick Lab: Scratch Test; Unit 2, Lesson 6 Quick Lab: Earthquakes and Buildings; Unit 3, Lesson 3 Quick Lab: Index Fossils; Unit 5, Lesson 1 Quick Lab: Seeing Vibrations; Unit 7, Lesson 2 Quick Lab: How Do We Know What Happened When?; Unit 10, Lesson 3 Quick Lab: Biodiversity All Around Us
SC.7.N.1.6	Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.	SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27 Student Interactive Digital Curriculum: Unit 1 Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1 Lesson 1, Scientific Knowledge Lab(s): Unit 2, Lesson 1, Quick Lab: Scratch Test; Unit 2, Exploration Lab: Intrinsic Identification of Minerals

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SC.7.N.1.7	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.	SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27 Student Interactive Digital Curriculum: Unit 1 Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1 Lesson 1, Scientific Knowledge Lab(s): Unit 1, Lesson 1, Quick Lab: Pluto on Trial
SC.7.N.2.1	Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.	SE: Unit 1, Lesson 1, pp. 4–15; Unit 1, Lesson 5, pp. 54–63; Unit 1, Lesson 6, pp. 68–79 TE: Unit 1, Lesson 1, pp. 14–27; Unit 1, Lesson 5, pp. 74–86; Unit 1, Lesson 6, pp. 92–105 Student Interactive Digital Curriculum: Unit 1, Lesson 1, Scientific Knowledge; Unit 1, Lesson 5, Methods of Analysis; Unit 1, Lesson 6, Engineering and Our World Teacher Digital Management Center: Unit 1, Lesson 1, Scientific Knowledge; Unit 1, Lesson 5, Methods of Analysis; Unit 1, Lesson 6, Engineering and Our World Lab(s): Unit 2, Lesson 4 Quick Lab: What Happens When Objects Collide?
SC.7.N.3.1	Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.	SE: Unit 1, Lesson 1, pp. 4–15 TE: Unit 1, Lesson 1, pp. 14–27 Student Interactive Digital Curriculum: Unit 1 Lesson 1, Scientific Knowledge Teacher Digital Management Center: Unit 1 Lesson 1, Scientific Knowledge

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SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models.	SE: Unit 1, Lesson 3, pp. 32–41; Unit 1, Lesson 4, pp. 42–53; Unit 1, Lesson 5, pp. 54–63; Unit 1, STEM, pp. 64–67; Unit 1, Lesson 6, pp. 68–79; TE: Unit 1, Lesson 3, pp. 46–58; Unit 1, Lesson 4, pp. 60–73; Unit 1, Lesson 5, pp. 74–86; Unit 1, STEM, pp. 88–91; Unit 1, Lesson 6, pp. 92–105 Student Interactive Digital Curriculum: Unit 1, Lesson 3, Representing Data; Unit 1, Lesson 4, The Engineering Design Process; Unit 1, Lesson 5, Methods of Analysis; Unit 1, STEM: Analyzing Technology Riding Electric Scooters to School; Unit 1, Lesson 6, Engineering and Our World Teacher Digital Management Center: Unit 1, Lesson 3, Representing Data; Unit 1, Lesson 4, The Engineering Design Process; Unit 1, Lesson 5, Methods of Analysis; Unit 1, STEM: Analyzing Technology Riding Electric Scooters to School; Unit 1, Lesson 6, Engineering and Our World Lab(s): Unit 1, Lesson 3 Quick Lab: Interpreting Models; Unit 2 Exploration Lab: Models of Earth; Unit 2, Lesson 3 Quick Lab: Layers of Earth; Unit 5, Lesson 3 Quick Lab: Modeling Earth's Magnetic Field; Unit 7, Lesson 1 Quick Lab: Modeling Natural Selection
SC.7.P.10.1	Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.	SE: Unit 5, Lesson 3, pp. 334–345 TE: Unit 5, Lesson 3, pp. 440–453 Student Interactive Digital Curriculum: Unit 5, Lesson 3, The Electromagnetic Spectrum Teacher Digital Management Center: Unit 5, Lesson 3, The Electromagnetic Spectrum Lab(s): Unit 5, Lesson 3, Quick Lab: White Light; Unit 5, Lesson 3, Quick Lab: Modeling Earth's Magnetic Field
SC.7.P.10.2	Observe and explain that light can be reflected, refracted, and/or absorbed.	SE: Unit 5, Lesson 4, pp. 348–357 TE: Unit 5, Lesson 4, pp. 456–468 Student Interactive Digital Curriculum: Unit 5, Lesson 4, Interactions of Light Teacher Digital Management Center: Unit 5, Lesson 4, Interactions of Light Lab(s): Unit 5, Lesson 5 Quick Lab: Refraction with Water; Unit 5, Lesson 4 Quick Lab: Why Is the Sky Blue?

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SC.7.P.10.3	Recognize that light waves, sound waves, and other waves move at different speeds in different materials.	SE: Unit 5, Lesson 1, pp. 312–321; Unit 5, Lesson 2, pp. 322–331; Unit 5, Lesson 4, pp. 348–357 TE: Unit 5, Lesson 1, pp. 410–422; Unit 5, Lesson 2, pp. 424–436; Unit 5, Lesson 4, pp. 456–468 Student Interactive Digital Curriculum: Unit 5, Lesson 1, Waves; Unit 5, Lesson 2, Properties of Waves; Unit 5, Lesson 4, Interactions of Light Teacher Digital Management Center: Unit 5, Lesson 1, Waves; Unit 5, Lesson 2, Properties of Waves; Unit 5, Lesson 4, Interactions of Light Lab(s): Unit 5; Lesson 2, Quick Lab: Waves; Unit 5, Exploration Lab: Wave Energy and Speed Virtual Lab(s): Unit 5, Lesson 3, Virtual Lab: Mixing Colors
SC.7.P.11.1	Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.	SE: Unit 6, Lesson 2, pp. 380–387; Unit 6, Lesson 3, pp. 390–401 TE: Unit 6, Lesson 2, pp. 502–513; Unit 6, Lesson 3, pp. 516–529 Student Interactive Digital Curriculum: Unit 6, Lesson 2, Temperature; Unit 6, Lesson 3, Thermal Energy and Heat Teacher Digital Management Center: Unit 6, Lesson 2, Temperature; Unit 6, Lesson 3, Thermal Energy and Heat Lab(s): Unit 6, Lesson 2, Quick Lab: Temperature Change; Unit 2, Exploration Lab: Changes of State Virtual Lab(s): Unit 6, Lesson 3, Virtual Lab: Temperature and Thermal Energy
SC.7.P.11.2	Investigate and describe the transformation of energy from one form to another.	SE: Unit 6, Lesson 1, pp. 370–379 TE: Unit 6, Lesson 1, pp. 488–500 Student Interactive Digital Curriculum: Unit 6, Lesson 1, Energy Conversion and Conservation Teacher Digital Management Center: Unit 6, Lesson 1, Energy Conversion and Conservation Lab(s): Unit 6, Lesson 1, Quick Lab: Electrical, Light, and Heat Energy Virtual Lab(s): Unit 6, Lesson 1, Virtual Lab: Insulation Competition

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SC.7.P.11.3	Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.	SE: Unit 6, Lesson 1, pp. 370–379 TE: Unit 6, Lesson 1, pp. 488–500 Student Interactive Digital Curriculum: Unit 6, Lesson 1, Energy Conversion and Conservation Teacher Digital Management Center: Unit 6, Lesson 1, Energy Conversion and Conservation Lab(s): Unit 6, Lesson 1, Quick Lab: Conservation of Energy Virtual Lab(s): Unit 6, Lesson 1, Virtual Lab: Insulation Competition
SC.7.P.11.4	Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.	SE: Unit 6, Lesson 2, pp. 380–387; Unit 6, Lesson 3, pp. 390–401 TE: Unit 6, Lesson 2, pp. 502–513; Unit 6, Lesson 3, pp. 516–529 Student Interactive Digital Curriculum: Unit 6, Lesson 2, Temperature; Unit 6, Lesson 3, Thermal Energy and Heat Teacher Digital Management Center: Unit 6, Lesson 2, Temperature; Unit 6, Lesson 3, Thermal Energy and Heat Lab(s): Unit 6, Lesson 2, Quick Lab: Temperature Change; Unit 6, Lesson 3, Quick Lab: Heat Transfer by Conduction Virtual Lab(s): Unit 6, Lesson 3, Virtual Lab: Temperature and Thermal Energy
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.	This standard is covered throughout the program, especially with Claims, Evidence, and Reasoning questions. The following are some of the many examples: SE: Unit 1, Lesson 1, p. 7; Unit 2, Lesson 7, pp. 174–175; Unit 4, Lesson 5, pp. 302–303; Unit 6, Lesson 2, p. 383; Unit 7, Lesson 2, pp. 436–437 TE: Unit 1, Lesson 1, p. 23; Unit 2, Lesson 7, p. 236; Unit 4, Lesson 5, p. 394; Unit 6, Lesson 2, p. 511; Unit 7, Lesson 2, p. 574
LAFS.68.RST.1.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	This standard is covered throughout the program. The following are some of the many examples: TE: Unit 1, Lesson 4, p. 69; Unit 2, Lesson 7, p. 236; Unit 6, Lesson 3, p. 528; Unit 10, Lesson 2, p. 745

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LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	This standard is covered throughout the program, especially in the STEM lessons. The following are some of the many examples: SE: Unit 1, STEM, pp. 64–67; Unit 2, STEM, pp. 166–169 TE: Unit 1, STEM, pp. 89–90; Unit 2, STEM, pp. 223–224; Unit 2, Lesson 3, p. 291; Unit 8, Lesson 4, p. 637
LAFS.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	This standard is covered throughout the program in each lesson through the vocabulary words. The following are some of the many examples: SE: Unit 3, Lesson 1, p. 193; Unit 6, Lesson 1, p. 371; Unit 6, Lesson 2, p. 381; Unit 8, Lesson 2, p. 457; Unit 10, Lesson 4, p. 579 TE: Unit 3, Lesson 1, p. 265; Unit 6, Lesson 1, p. 496; Unit 6, Lesson 2, p. 510; Unit 8, Lesson 2, p. 614; Unit 10, Lesson 4, p. 774
LAFS.68.RST.2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 2, Lesson 1, pp. 96–97; Unit 2, Lesson 4, pp. 132–133; Unit 9, Lesson 1, pp. 510–511, 516–517 TE: Unit 2, Lesson 1, p. 139; Unit 2, Lesson 4, p. 185; Unit 9, Lesson 1, pp. 685, 688
LAFS.68.RST.2.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Within the Lab Manual are Quick Labs, STEM Labs, and Exploration Labs students can use to analyze the author’s purpose. SE: Unit 1, Lesson 2, pp. 28–29 TE: Unit 1, Lesson 2, p. 43 Within the Lab Manual are Quick Labs, STEM Labs, and Exploration Labs students can use to analyze the author’s purpose.
LAFS.68.RST.3.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 1, Lesson 3, pp. 32–41; Unit 2, STEM, pp. 118–121; Unit 6, STEM, p. 405 TE: Unit 1, Lesson 3, pp. 46–58; Unit 2, STEM, p. 161; Unit 6, STEM, p. 532
LAFS.68.RST.3.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	SE: Unit 1, Lesson 1, pp. 6–13 TE: Unit 1, Lesson1 , pp. 23–26

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LAFS.68.RST.3.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	SE: Unit 1, Lesson 3, p. 39; Unit 3, Lesson 1, pp. 196–197; Unit 4, Lesson 2, p. 253 TE: Unit 1, Lesson 3, p. 57; Unit 3, Lesson 1, p. 267; Unit 4, Lesson 2, p. 340
LAFS.68.WHST.1.1	Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 1, Lesson 1, p. 6; Unit 4, Lesson 3, p. 253; Unit 5, Lesson 1, p. 319; Unit 8, Lesson 1, p. 447 TE: Unit 1, Lesson 1, p. 23; Unit 4, Lesson 3, p. 340; Unit 5, Lesson 1, p. 421; Unit 8, Lesson 1, p. 600

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LAFS.68.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	This standard is covered throughout the program. The following are some of the many examples: TE: Unit 2, Lesson 1, p. 94; Unit 5, Lesson 2, p. 326; Unit 8, Lesson 1, p. 453; Unit 10, Lesson 1, p. 545 TE: Unit 2, Lesson 1, p. 138; Unit 5, Lesson 2, p. 434; Unit 8, Lesson 1, p. 603; Unit 10, Lesson 1, p. 730
LAFS.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	This practice is covered throughout the program. The following are some of the many examples: SE: Unit 1, STEM, pp. 66–67; Unit 1, People in Science, pp. 80–81; Unit 3, Lesson 2, p. 210; Unit 8, Lesson 1, p. 453

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LAFS.68.WHST.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	TE: Unit 1, Lesson 4, p. 68
LAFS.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 1, Lesson 5, p. 60; Unit 10, 21st Century Skills, pp. 596–605 TE: Unit 1, Lesson 5, p. 85; Unit 2, STEM, p. 225; Unit 10, 21st Century Skills, pp. 783–790
LAFS.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 1, Lesson 6, p. 76; Unit 4, Lesson 1, p. 243; Unit 6, Lesson 3, p. 399; Unit 10, Focus on Florida, p. 576–577 TE: Unit 1, Lesson 6, p. 104; Unit 4, Lesson 1, p. 327; Unit 6, Lesson 3, p. 528; Unit 10, Focus on Florida, p. 765
LAFS.68.WHST.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SE: Unit 1, Lesson 2, pp. 28–29 TE: Unit 1, Lesson 2, p. 43
LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 1, Lesson 5, p. 61; Unit 2, Lesson 1, p. 103; Unit 6, Lesson 2, p. 386; Unit 8, Lesson 1, p. 451 TE: Unit 1, Lesson 6, p. 85; Unit 2, Lesson 1, p. 142; Unit 6, Lesson 2, p. 513; Unit 8, Lesson 1, p. 689

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LAFS.68.WHST.4.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 1, Lesson 2, p. 26; Unit 2, Lesson 7, p. 173; Unit 6, Lesson 3, p. 399; Unit 7, Lesson 1, p. 422 TE: Unit 1, Lesson 2, p. 42; Unit 2, Lesson 7, p. 235; Unit 6, Lesson 3, p. 528; Unit 7, Lesson 1, p. 558
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	This standard is covered throughout the program. The following are some of the many examples: TE: Unit 1, Lesson 4, p. 68; Unit 3, Lesson 1, p. 268; Unit 4, Lesson 1, p. 412; Unit 10, Lesson 2, p. 738

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LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 1, Lesson 4, pp. 50–51; Unit 1, Lesson 5, pp. 58–59; Unit 3, Lesson 2, pp. 210–211 TE: Unit 1, Lesson 5, p. 84; Unit 2, Lesson 2, p. 283
LAFS.7.SL.1.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	This practice is covered throughout the program. The following are some of the many examples: SE: Unit 1, Lesson 2, p. 20; Unit 3, Lesson 1, p. 198; Unit 6, Lesson 1, p. 375; Unit 9, Lesson 1, p. 515
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 1, Lesson 4, p. 49; Unit 1, Lesson 5, p. 61; Unit 8, Lesson 3, p. 463 TE: Unit 1, Lesson 4, p. 71; Unit 1, Lesson 5, p. 85; Unit 2, Lesson 4, p. 193; Unit 8, Lesson 3, p. 617
LAFS.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	This standard is covered throughout the program. The following are some of the many examples: SE: Unit 4, Lesson 1, p. 239; Unit 9, Lesson 3, p. 524; Unit 10, Lesson 1, p. 549 TE: Unit 1, Lesson 4, p. 66; Unit 4, Lesson 1, p. 317; Unit 9, Lesson 2, p. 701; Unit 10, Lesson 1, p. 732
HE.7.C.1.3	Analyze how environmental factors affect personal health.	SE: Unit 8, Lesson 5, pp. 490–499; Unit 9, Lesson 1, pp. 508–519 TE: Unit 8, Lesson 5, pp. 650–662; Unit 9, Lesson 1, pp. 676–689
HE.7.C.1.5	Classify infectious agents and their modes of transmission to the human body.	SE: Unit 9, Lesson 1, pp. 508–519; Unit 9, Lesson 2, pp. 522–531

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MAFS.7.SP.2.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	SE: Unit 5, Think Science, pp. 346–347 TE: Unit 5, Think Science, pp. 454–455
MAFS.7.SP.3.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	SE: Unit 8, Lesson 5, pp. 490–499 TE: Unit 8, Lesson 5, pp. 658–662
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	This standard is covered throughout the program. The following are some of the many examples: TE: Unit 1, STEM, p. 91; Unit 2, STEM, p. 225; Unit 4, STEM, p. 365; Unit 6, STEM, p. 533
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	This standard is covered throughout the program. The following are some of the many examples: TE: Unit 3, Lesson 1, p. 261; Unit 4, Lesson 2, p. 335; Unit 5, Lesson 1, p. 415; Unit 6, Lesson 1, p. 493